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ABSTRACT

A two-pronged project model aimed to reduce the volume and increase the usefulness of health care materials and improve the literacy, verbal communication, and problem-solving skills of hospital employees. Regular meetings with hospital staff led project personnel to begin training with the cleaning staff in the areas of fire safety, back care, hazardous materials, and infection control; they also revised job training materials and developed job aids for use of complex technical equipment by the nursing staff. In addition, a communication and problem-solving curriculum was developed for employees who deal with the public. During the 18 months of the project, 236 employees received training (almost 5 times the number projected). Females outnumbered males three to one. The project developed 15 sets of training materials, including an interactive video instructional unit, instead of the projected 2 sets. Participants came from 31 departments of the hospital. Evaluation by project staff and an outside evaluator using project documents, telephone conversations and correspondence with the project director, direct observation, interviews with hospital managers and pretests/posttests showed that the project had met or exceeded its goals. (A total of 23 appendixes in the 2 reports in this document contain: a workplace literacy program and information form; project design; forms to be evaluated and training programs created for their use; lists of dissemination activities and publicity activities.) (KC)

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ED 417277

FINAL PERFORMANCE REPORT

Re: V198A00067

Lafayette Adult Reading Academy (LARA) and St. Elizabeth Hospital Employee Literacy Program

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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Comparison of Accomplishments to Objectives

The Partnership proposed four measurable objectives in its application for funding. The first objective was to share time, information, and skills on a weekly basis between St. Elizabeth Hospital and the LARA. The Project Director logged all meetings, telephone conversations, written messages and personal contacts on a daily basis. During the course of the project the Partnership collaborated to:

-determine literacy needs

-target departments for intervention

-develop a project model which addressed the gap between technological requirements and employee proficiencies.(see Appendix)

-apply the model to participating departments by:

-identifying departmental needs

-developing curriculums and lesson plans

-engaging in actual instruction

-measuring the impact of the training

-disseminate project information.

Actual contacts ranged from 13.00 hours in June, 1990 to 163.25 hours in April, 1991. The average number of hours per month was 65.6, with a total of 1,245.74. Documentation of these contacts are provided upon request.

The second objective was to write two complete sets of training materials which addressed targeted departmental literacy needs. In actuality the Partnership applied needs assessments and task analyses to prepare nine sets of instructional materials. Task analysis strategies contained three components:

-observing and recording activities as employees routinely accomplished tasks; i.e., job shadowing

-analyzing materials that were written and read on the job

-surveying all levels of personnel to determine their perceptions of critical skills.

The Project Director collaborated with department heads, supervisors, and participants. Together they developed and implemented strategies for preparing materials based on the identified needs. The consortium established objectives, developed curricula, selected modes of teaching, planned content, practice, and assessment tools, revised existing materials, prepared adjunct materials in related topics, and provided additional resources for low level participants.

The Partnership used content related knowledge as the vehicle for teaching literacy and problem solving skills. The Pink Slips Module, for example, helped housekeepers improve the specific reading, writing, and problem solving skills required for accurately completing the Pink Slip form. Frontline Services was developed for Security

officers to improve their speaking and listening skills as they directed personnel and guests within the facility. Fire Safety instruction addressed reading skills involved in operating fire extinguishers, sequential steps in reporting and/or putting out a fire, and problem solving.

Existing departmental material was utilized as much as possible for instruction. In many instances, manuals and handbooks were revised for ease of interpretation. The Partnership used a variety of strategies to increase the efficiency of existing material, including:

- -rewriting at easier reading levels, paying close attention to:
  - -word choice
  - -sentence length
  - -active vs. passive tense
  - -paragraph and document organization
  - -written vs. spoken language
- -highlighting
- -excerpting
- -color coding
- -reformatting, paying close attention to:
  - -type style and size
  - -column length
  - -amount of print on a page
  - -use of icons, bullets, boxes, charts, graphs, and illustrations

-reducing the volume of print by determining "need-to-know" from "nice-to-know" information

-utilizing other media, such as audio- and videotapes.

In some cases, several modules were developed that addressed a particular need. The learning aids developed for the terminal cleaning process included six complete units of instruction.

The following is a list of the prepared materials and their intended audiences.

Training Materials	Departments
Disaster Codes	hospital-wide
Terminal Cleaning/Patient Unit	Environmental Svcs.
Cleaners	
Interactive Video	
Procedural List	
Pink Slips	
Problem Solving	
Work Orders	
Fire Safety	hospital-wide
Frontline Services	Security
Nursing Orientation & Function	Nursing: all depts.
Nursing Radiation Oncology	Nursing: all depts.
Improving Health Care Materials	hospital wide

Telephone Communication	X-Ray
	Phys. Receptionists
	EMS
	Patient Accounts
	Public Relations
	Laboratory
Time Off Requests	Environmental Svcs.

The third proposed objective was to train 50 participants in literacy tasks such that 80% of the participants demonstrated increased successes in reading documents, handling forms, writing memos and narratives, collecting data, and performing other critical tasks as observed by immediate supervisors and reported to and documented by the instructor. In actuality the Partnership trained 236 participants in 31 separate units. All instruction took place at the hospital during regular working hours for the day and evening shifts. All participants, regardless of their roles within the project, performed all duties on paid time.

Intervention was targeted initially at the Environmental Services Department. The Partnership requested its participation. As knowledge of the project spread, other units became interested. All other departments sought project intervention on their own.

Instruction included the following components:

-providing goals and objectives

-assessing existing skills

-establishing a foundation for learning

-introducing new concepts or vocabulary

-presenting content

-providing for skill development

-establishing a route for transfer of skills

-providing a framework for internalizing behavior

-determining skills learned as a result of the training.

Evaluation procedures, including measuring the impact of instruction, were developed collaboratively by all parties. The measurement strand was expanded so that the 80% success rate became a component of a revised four-part process. A description of the measurement procedures appears later in the Evaluation section of this report.

The various department heads and supervisors planned the length and time of training to accommodate their own needs. Environmental Service personnel planned an encompassing curriculum for terminal cleaning in which housekeepers were trained during regularly scheduled meetings and at shift changes. X-ray technicians attended a single one-hour session for improving telephone communication skills. Nurses received four days of intensive orientation in order to assimilate and apply policies and procedures.

The final objective was to make at least four presentations about the project to appropriate audiences in which project materials were disseminated. In actuality the Partnership conducted sixteen presentations during the course of eighteen months. The presentations were made on the local, state, and national levels. An inclusive list of presentations and dates appears later in the Dissemination section of the report.

The Partnership also publicized the project in the following ways:

- -journal/newspaper articles
- -televised/radio broadcasted interviews
- -telephone interviews
- -letters
- -other mailed pieces of information

A detailed list of activities regarding publicity also appears in the Dissemination section.

Schedule of Accomplishments and Their Target Dates

Nine separate training strands were developed and implemented as part of the workplace project. The largest strand was directed at housekeepers engaged in terminal cleaning, a process of sterilizing patient rooms when patients have left the hospital. The Partnership planned, developed, and implemented instruction regarding this process over a twelve month period. In contrast the telephone communication strand was prepared during the course of one month. It was presented three separate times during the spring and fall when various departments requested it.

The Partnership worked on several different strands simultaneously. As training was being developed for one department, employees were receiving instruction in another. During some months the Partnership was primarily engaged in planning and preparation. During other months the primary focus was on actual instruction. As interest for the project escalated, a growing number of departments solicited participation. Consequently, the number of staff members working on various strands increased steadily. During the spring of 1991, for example, the growing Partnership was engaged in the following activities:

-terminal cleaning in Environmental Services

-monthly nursing orientations involving a variety of nursing units

-telephone communication for X-ray therapists and physician receptionists

-preparation for oral communication training for Security personnel.

A list of training strands, dates, and departments appears below:

Training Strands	Target Date	Actual Date	Depts
Simplifying Material	November, '90	11/2/90	Ed Svcs Sch of Nrs F & N Svcs Env Svcs
Fire Safety	November, '90	11/12/90 through 12/3/90	ER 4 East Radiology Pat Accnt Oncology UR/DP 1 West Comm/SwBd PCU Med Rec
Disaster Codes	Fall, '90	11/9/90 through 12/14/90	Pat Accnt F & N Svcs Med Red

Telephone Comm.	February, '91	2/13/91	X-Ray
		4/3/91	Phys Recp
		9/25/91	EMS, PR,
			Pat Accnt,
			LAB
Terminal Cleaning/	January, '91	3/7/91	Env Svc
Pink Slips		3/12/91	
		4/16/91	
Nursing	Spring, '91	February '91	Nursing:
Orientation		March	DP, 2C,
		April	NSA, 1W
		May	Surgery,
		June	Ob, 2N,
		July	4E, ICU,
		August	Ped., 3E,
		September	PCU,
		October	Dialysis
		November	
Terminal Cleaning/	June, '91	6/7/91	Env Svc
Video		6/13/91	Env Svc
Procedural List		6/21/91	Env Svc
Problem Solving			

Oral Communication/			
Guest Relations	September, '91	9/4/91	Security
Time Off Requests	October, '91	10/1/91	Env Svc
		10/16/91	
		10/17/91	
		10/31/91	

Slippage

In two instances instructional strands were begun but never completed. As part of the Terminal Cleaning process for housekeepers, the Partnership prepared a Work Order and a Cleaners instructional strand. The Work Order strand was never implemented because further study showed that housekeepers experienced little difficulty when completing the forms. The Partnership analyzed 500 randomly selected forms. All recorded information was approximately 90% accurate. Even the anecdotal records written by housekeepers were 96% communicative. Consequently, management decided to conclude training plans for Work Orders.

The Cleaners strand was not completed because it was learned that a particular cleaner manufacturer had developed its own training program. Inspection showed that the program was indeed appropriate. In fact, the manufacturer had included a similar color coded system for matching cleaners with intended surfaces. Consequently, management opted for the commercial training package.

The Pink Slip training was delayed two months because of a change in Environmental Services management. One administrator, who had worked extensively on the project, was moved to another area. His position in Environmental Services was not filled. The Assistant Director took on his duties. The department requested the delay in order to become acclimated to this change in command.

The Partnership chose to omit the proposed administration of CTB/McGraw-Hill's TABE (Test of Adult Basic Education) Vocabulary Locator Test to assess the reading and math skills of participants. The Partnership had intended to use grade level gains to indicate employee proficiency. However, all parties felt that employee skills could best be tapped by pretests and posttests addressing specific job tasks. Consequently, the Partnership opted to develop paper and pencil or behavior assessments pre- and post-training to identify gains resulting from instruction. The use of specialized pre- and posttests proved valuable. Participants demonstrated mean score gains in all strands in which such assessments were utilized. A comparison of pre- and posttest scores appears in the Project Participant section of this report.

Project Participants

The 236 participants were predominantly White females and were representative of the employee population at St. Elizabeth Hospital. Females outnumbered males three to one. Minority populations made up a small percentage of hospital workers. Consequently, only two Blacks and two Hispanics were served by the program. No American Indian, Alaska Native, Asian, or Pacific Islander was among those targeted for instruction. The Partnership ensured that recruitment was not based on sex, age, ethnicity, or other discriminating factors.

Participants ranged in age from the early twenties to the mid seventies. The mean age was 41.5. Hence, the trainees were not primarily youth or young adults. Typically, the participants brought several years of life and work experiences to the program.

The majority of trainees (80%) had been employed by the hospital for five years or less. This statistic is consistent with other healthcare institutions. In some departments, such as Environmental Services, employees are encouraged to advance to better positions in the hospital or community.

All trainees were proficient in the use of the English language. Consequently, the Partnership did not include ESL training in the project design. Approximately 30% of the participants were single heads of households. Virtually all of these employees were women and were representative of

single heads of households in an eight county area served by St. Elizabeth Hospital.

The number of trainees participating in each instructional strand appears below.

Training Strands	Date	Participants	Depts
Simplifying Material	11/2/90	17	Ed Svcs
			Sch of Nrs
			F & N Svcs
			Env Svcs
Fire Safety	11/12/90	19	ER
	12/3/90		4 East
			Radiology
			Pat Accnt
			Oncology
			UR/DP
			1 West
			Comm/SwBd
			PCU
			Med Rec
Disaster Codes	11/9/90	1	Pat Accnt
	11/20/90	1	F & N Svcs
	12/14/90	1	Med Rec

Telephone Comm.	2/13/91	19	X-Ray
	4/3/91	32	Phys Recp
	9/25/91	8	EMS, PR, Pat Accnt, LAB
Pink Slips	3/7/91	55	Env Svc
	3/12/91		
	4/16/91		
Nursing Orientation	February	2	Nursing:
	March	4	DP, 2C,
	April	3	NSA, 1W
	May	21	Surgery,
	June	2	Ob, 2N,
	July	5	4E, ICU,
	August	3	Ped., 3E,
	September	10	PCU,
	October	1	Dialysis
	November	3	Em. Dept., 3C, OutPt.
Terminal Cleaning	6/7/91	37	Env Svc
	6/13/91	37	Env Svc
	6/21/91	37	Env Svc
Communication/ Guest Relations	9/4/91	16	Security

Time Off Requests	10/1/91	36	Env Svc
	10/16/91	28	
	10/17/91	27	
	10/31/91	58	
Total:		236	31

Total Instructional Hours: 548

Outcomes:

Except for the Request For Time Off training, all results are based on the analysis of whole group data. Participant responses on the Request For Time Off training were analyzed on an individual basis so that statistical significance could be determined between trained and control groups.

Based on whole group data, all participants tested higher on targeted skills in those strands utilizing pretests and posttests. 60% of all participants engaged in this assessment process. Housekeepers showed correct response gains of 6.4% and 18.5% from pretests to posttests following instruction on terminal cleaning. Hospital-wide participants demonstrated a 13% gain from pretests to posttests following fire safety instruction. Ward Secretaries increased the proper use of the addressograph plate to stamp patient information on 500 housekeeping forms by 37.1% following the introduction of an easier-to-use form.

Housekeepers demonstrated a gain of 30.8% correct responses from pretests to posttests following the revision and training of the Pink Slip form. Extraneous hand-written information was omitted on the revised Pink Slip. Approximately an hour and a half (1.38 hrs.) of non-productive time was eliminated when housekeepers and ward secretaries refrained from recording duplicate information at the top of 500 forms. When converted to lost wages, the department saved $205.23 per year.

All participants improved communication skills. The accurate and efficient exchange of information was a vital concern. Consequently, all training strands stressed the reading, writing, speaking, and listening skills required for actual job tasks. Administrators who helped to prepare training materials, and those who participated in the training strand for simplifying material, learned to communicate information more efficiently. These administrators helped to revise nursing, housekeeping, management, and hospital-wide in-service materials. All other participants learned to assimilate, apply, and report the information specific to their job tasks. In particular, Security officers, X-Ray technicians, and medical receptionists gained from instruction addressing oral communication.

Based on whole group data, all participants improved targeted skills related to their specific job tasks. Approximately 500 pink slips were analyzed before revision

and training. Less than 10 of them were completely accurate; that is, contained no errors or omitted information. Following intervention, housekeepers improved the accuracy of every item on the form. Some responses, such as the room number, date, and signature, leaped to greater than 97% accuracy.

Housekeepers also demonstrated increased accuracy on the use of a Request For Time Off form. Following the revision and training of the form, housekeepers increased the accuracy rates form-wide in all three situations: the request for paid vacation days, the paid birthday holiday, and bereavement benefits. Individual responses on the old and new forms were analyzed to determine the significance of the intervention. Trained and untrained personnel completed the new forms for all three situations. An application of a t-test showed that the new form made a difference in employee accuracy significant at the 0.05 level. The new form coupled with training made an even greater difference, which was significant at the 0.01 level. (see the Evaluation section)

Administrators improved instruction in hospital-wide inservices, including Fire Safety and Codes, as a result of the project. Comparison of whole group reactions, pre- and post-training, showed a 13% improvement on fire safety procedures and 57% improvement on code responses. Following the hospital-wide inservice program regarding back care, participants demonstrated an 11% improved performance rate,

resulting in a reduction of workmen's compensation insurance costs for employee back injuries of $900 per month.

Based on whole group responses, all participants improved their attitudes about themselves and their jobs. Following the telephone communication strand, 82% of the trained X-ray technicians reported that they had learned "a lot" about oral communication. 20% of the housekeepers surveyed before instruction indicated a need for problem solving with regards to a particular form. Following training, 66% of those surveyed indicated that they had indeed learned to problem solve. 75% of the surveyed Security officers improving oral communication skills reported that they had learned how to handle complaints. Before instruction only 2.7% of housekeepers reported a desire to learn how to accurately mark sections of the Request For Time Off form. Following training 61.5% of them indicated on a written survey that they had indeed learned to correctly mark the specific sections. 88.8% of healthcare workers from a variety of departments indicated in writing that the skills learned regarding fire safety were quite useful to them in their various positions.

Employee attendance was always considered satisfactory at St. Elizabeth Hospital. In Environmental Services, the majority of housekeepers attended regularly. In fact, approximately 20% of them attained perfect attendance per quarter. This statistic reflected the active attendance policy within the hospital and the positive employer/ employee relations already in place. The Partnership did not believe training to be a reliable factor influencing attendance. Consequently, attendance was not considered applicable in this project.

Dissemination Activities

The following presentations regarding the project were made during the course of eighteen months.

Audience/Program	Date
Purdue University graduate education class	9/4/90
UAW Union Counselor meeting	9/11/90
LARA Advisory Board meeting	9/24/90
Adult Education Administrator's Conference	12/11/90
Indiana Workforce Literacy meeting	12/14/91
Government Channel 16 panel discussion	12/17/91
LaPorte Hospital fact finding session	12/18/91
IN Workplace Literacy Projects Directors Meeting	3/22/91
COABE National Conference, Hartford, CT	4/10/91
IAACE Conference, Indianapolis	5/10/91
Lafayette School Corporation Board Meeting	9/9/91
ASHET Annual Conference, Indianapolis	9/16/91
Workplace Literacy Exchange, Indianapolis	10/10/91
TAP Private Industry Council meeting	10/17/91
IN Job Training Coordinating Council meeting	11/7/91
Indiana Adult Literacy Coalition Conference	11/8/91

The Partnership also publicized the program in the following ways.

Publicity	Date
Lafayette Business Digest article	5/28/90
Lafayette Channel 18 televised interview	6/15/90
Indiana Workforce Literacy reception	7/9/90
Lafayette Journal and Courier article	8/13/90
St. Elizabeth Hospital videotaped interview	8/28/90
WKHY radio station broadcasted interview	11/15/90
YWCA Women's Network Luncheon	11/26/90
materials sent to: Wrkplc. Lit. Task Force, CA	1/22/91
New Mexico State University	1/22/91
telephone int: Business Council For Eff. Lit. NY	2/21/91
IAACE Newsletter article	2/27/91
materials sent to: Baltimore County Pbl. Schls.	3/11/91
IN Workforce Lit. Summit/Jobs 2000 teleconference	3/8/91
materials sent to: IN Director of Adult Ed.	3/5/91
New Visions Med. Center. NJ	4/18/91
Bonnie Tiveman, NJ, telephone interview	5/2/91
materials sent to: University of Ottawa, Canada	5/9/91
ETS/ABE, South Bend, IN	5/13/91
USDOL Lift Award application	5/28/91
Work In America telephone interview	6/14/91
University of Evansville fact finding session	6/21/91
The Literacy Letter article	7/1/91
Division of Workforce Literacy telephone int.	7/15/91

Family article (publ. of St. Elizabeth Hospital)	Aug. 91
BCEL article proposal	8/20/91
the AE Connection article proposal	8/20/91
materials sent to:The Center for Literacy, Quebec	8/22/91
EDIN Project & Public Information article	8/23/91
New Dimensions In Your Health Care article	Sept. 91
materials sent to:Pelavin & Asoc., Washington DC	10/24/91
Business Council for Eff. Lit. telephone int.	11/4/91
Journal and Courier, "Guest Column", article	11/27/91

Evaluation

The Partnership developed a four-part evaluation program to:

-determine employee reaction by
    -surveys
    -interviews
    -testimonials
-identify the information learned by
    -pretests and posttests
-measure the changes in participant behavior (analysis of performance and products) by
    -checklists
    -rating scales
-determine quantitative results in terms of
    -productivity
    -cost

This program was applied throughout the process of planning, developing, and implementing training. Results were used at each stage to insure the validity of instruction. The following description of the Request For Time Off strand illustrates this point.

Needs Assessment/Task Analysis

The Partnership conducted:

1. interviews with management regarding the problems with the Time Off Request form (old form)
2. an analysis of 100 completed forms randomly selected from employee files to determine the percentage of accurate responses (see the Appendix: Old Form)
3. an initial survey completed by employees department-wide to determine their opinions of the old form (see Appendix: Initial Survey)

Results:

Although housekeepers as a whole did not perceive a problem with the old form, management wanted to reduce the number of errors, problems, and questions employees experienced when completing the form. Administrators and office personnel found themselves spending unwanted time dealing with such problems. Analysis showed that employee responses were approximately 70-75% accurate on the various items on the form. However, the PC#, which was of vital importance to management, was correct about half the time. Each Position Control # must be accurately recorded so that the schedule makers can fill each position when employees request time off. Each position must be filled daily so that all areas of the hospital are cleaned.

Material Preparation/Instruction

The Partnership engaged in:

1. collaboration among management, housekeepers, and instructors to develop a new form (see the Appendix: New Form)
    - -obsolete and extraneous information was removed
    - -the new form contained non-removable carbon so that information was recorded once on several copies
    - -the policy narrative that appeared on the old form was rewritten at an easier reading level, and omitted from the new form, (see the Appendix: Policy Narrative)
2. collaboration to develop and implement instruction (see the Appendix: Agenda)
    - -training was department-wide
    - -all housekeepers received instruction regarding the process for requesting time off:
        - vocabulary
        - departmental policy
        - schedule reading
        - interpretation of practice problems
    - -housekeepers applied the same three practice problems in completing three old and three new forms
    - -no housekeepers were trained to complete the old form

-Group 1 housekeepers were not trained to use the new form until they had applied the three practice problems unassisted

-Group 2 housekeepers were trained to use the new form before they applied the three practice problems

3. a final survey completed by Group 1 and 2 housekeepers to determine their reactions to training and the new form (see the Appendix: Final Surveys)

Results:

The untrained housekeepers were 80-90% positive about the new form. The trained housekeepers responded favorably to the new form in all cases. Final survey results showed a dramatic increase in what participants had wanted to learn about the new form before training and what they reported to have learned following training.

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Evaluation/Analysis

The Partnership implemented:

1. a grading system that provided one point for each correct response on the three old and three new forms for each participant (see the Appendix: Group 1 and 2 data)
   - -old form responses that were omitted on the revised form were not considered
   - -consequently, the same nine fields on the old and new forms were graded, resulting in a total of 27 points for the three completed old forms and 27 points for the new forms for each participant
2. a t-test, which was applied to the old and new form responses for Groups 1 and 2 (see the Appendix: t values)

Results:

The new Time Off Request form made a difference in employee accuracy significant at the 0.05 level. The new form coupled with training made an even greater difference, which was significant at the 0.01 level.

The most positive results in employee accuracy and perceptions of training occurred when housekeepers received instruction to use an easier-to-handle form when requesting time off.

Quantitative Results

The Partnership intends to conduct:

1. a comparison of the amount of time required of management to answer questions and solve problems (non-productive time) on the old form before training and the new form following training
2. a determination of costs in wages to the department regarding the non-productive time

Results

It is anticipated that a reduction in non-productive time and thus, cost to the department, will occur following training.

Changes in Key Personnel

The Director of Orientation and Training in the Environmental Services Department played a vital role in developing the strand for terminal cleaning. He left his position in the spring of 1991 to become the Director of the Laundry. His former position was never filled. The Assistant Director, who also was actively developing instruction, took on many of his former duties.

Pink Slip training was delayed eight weeks so that the department could accommodate this change. The Assistant Director did much to fill the vacancy. The project then continued on schedule following the adjustment period.

NATIONAL WORKPLACE LITERACY PROGRAM INFORMATION FORM

Part 1: Program Parameters

1. Target No. to be Served: 50

2. No. Served at Each Site to Date:

Site 1.	236	Site 6.	
Site 2.		Site 7.	
Site 3.		Site 8.	
Site 4.		Site 9.	
Site 5.		Site 10.	

3. Total No. Served: 236

4. Fed. Funds Obligated: $60,956.00

5. Matching Funds/ In-Kind: $96,831.77

6. Value Release Time: $6,418.00 training
$31,143.50 consultation

7. No. Participating in Programs Offered:

Basic Skills	236
GED	0
ESL	0

8. Contact Hours Provided: 548

(Contact Hours are the number of teaching hours that workers receive)

Part 2: Participation Data

1. Mean Age Participants: 41.5

2. Sex: No. Males 54 No. Females 182

3. Race/ Ethnicity: No. who are:

White	232	Am. Indian/ Alaska Native	0
Black	2		
Hispanic	2	Asian/Pacific Islander	0

4. No. Single Head of Household: 68

5. No. Limited English Proficient: 0

6. Outcomes

	No. Participants
a. Tested higher on basic skills	141
b. Improved communication skills	236
c. Increased productivity	236
d. Improved attendance at work	N.A.
e. Increased self-esteem	236

7. Years with the company

	No. Participants
Unemployed	0
0-5	189
6-10	12
11-15	17
16-over	18

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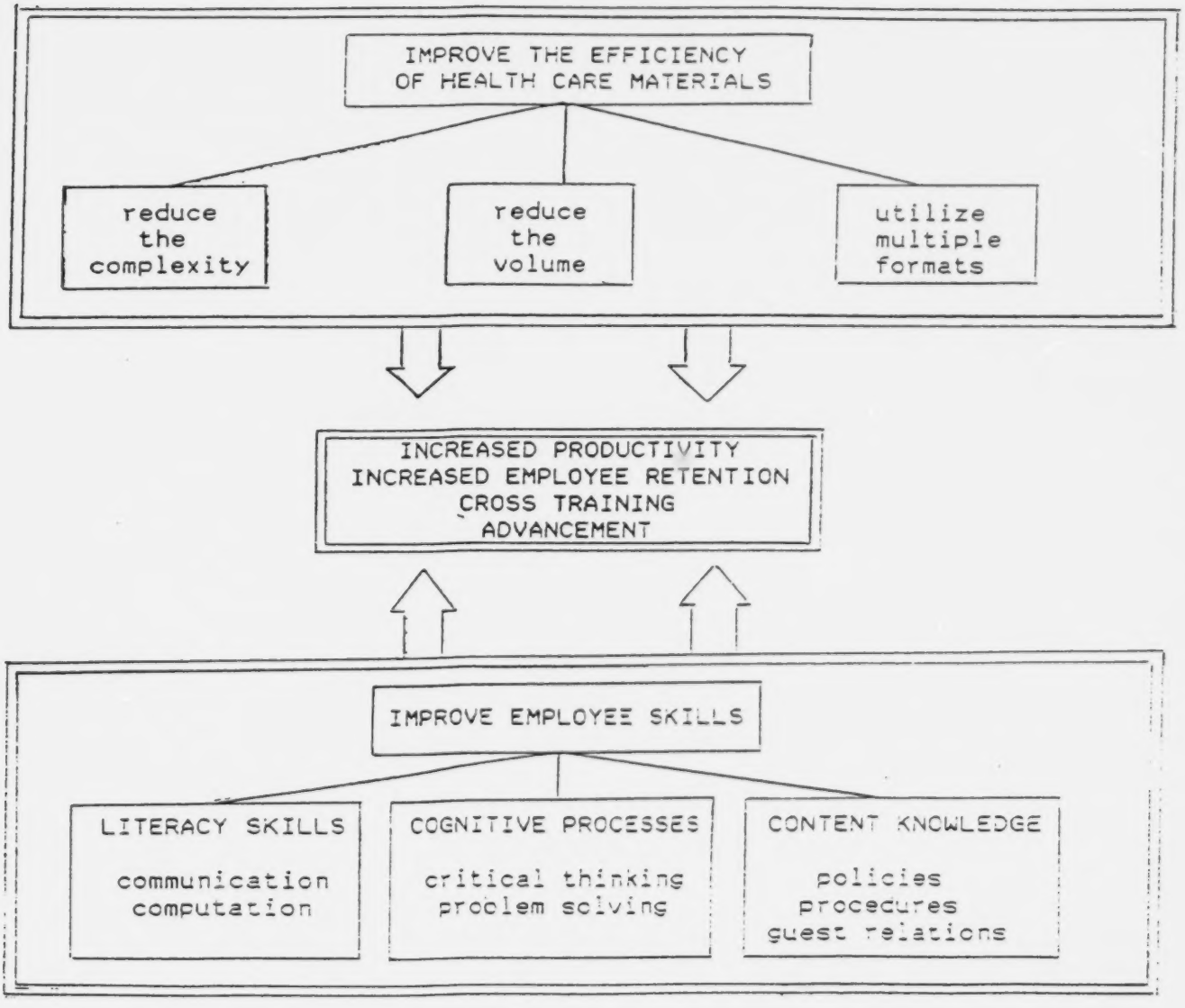
Lafayette Adult Reading Academy
and
St. Elizabeth Hospital
Employee Literacy Program

Project Design



Old Form

Appendix 3

ENVIRONMENTAL SERVICES TIME OFF REQUEST PART I

NAME 94.1% P.C.# 51.8% AREA WORKED 74.0%

VACATION _____ HOLIDAY _____ OTHER _____ } 68.6% **BIRTHDAY 2.1%

As of _____, you have _____ days(_____ weeks) of vacation to take from _____ to _____. Please complete this request form. If necessary, seniority will take precedence when more than two persons from a service division request the same time off. After _____, the earliest request in will be given first consideration. All vacations will be approved by the Director/Assistant Director. With rare exceptions, only two (2) Assistants on Day Shift and one (1) on Evening Shift will take a vacation at the same time.

Please return BOTH parts of this request to the Assistant Director as soon as possible. Vacation requests should be submitted 30 days before requested time off. Hospital policy states that your Birthday Holiday is to be taken within two (2) weeks prior to and three (3) months after your birthday. If you do not take your Birthday Holiday at the end of three months, it will be presumed you do not want it.

LAST WORKING DAY 77.5% TIME OFF BEGINS 76.4% RETURN TO WORK ON 78.7%

EMPLOYEE SIGNATURE 98.3% DATE 78.2%

APPROVED: YES ___ NO ___ ASSISTANT DIRECTOR _____

DATE _____ COMMENTS _____

_____

In this section the employee must duplicate the information from the top of the form.

ENVIRONMENTAL SERVICES TIME OFF REQUEST PART II

NAME _____ P.C.# ____ AREA WORKED _____

VACATION _____ HOLIDAY _____ OTHER _____ **BIRTHDAY _____

The instructions are the same as in part one of the Time Off Request.

LAST WORKING DAY _____ TIME OFF BEGINS _____ RETURN TO WORK ON _____

EMPLOYEE SIGNATURE _____ DATE _____

APPROVED: YES ___ NO ___ ASSISTANT DIRECTOR _____

DATE _____ COMMENTS _____

_____

EMPLOYEE ELIGIBLE FOR TIME OFF: YES ___ NO ___ DATE _____

Revised 1/85

St. Elizabeth Hospital Medical Center
Environmental Services

Time Off Requests

Initial Survey

How often have you used the Time Off Request Form?

never	a few times	often	many times
22.2%	55.5%	11.1%	11.1%

What is the problem with the Time Off Request Form?

63.8%	there is no problem
2.7%	how to get and return the form
0%	reading the information on the form
22.2%	knowing what and where to write on the form
30.5%	writing the same information too many times
5.5%	completing the form on time
8.3%	receiving approval for time off
5.5%	other

"Not A Enough"
"Not enough vacation time off. Please don't make it a permanent one, tho!"

What would you like to learn about the form?

66.65	nothing
11.1%	the P.C.#
8.3%	the Area Worked
2.7%	how to mark Vacation, Holiday, Birthday, or Other
16.6%	how to mark the dates for time off
8.3%	where to sign and date the form
0%	other

New Form

Appendix 5

ST. ELIZABETH HOSPITAL MEDICAL CENTER

ENVIRONMENTAL SERVICES DEPARTMENT

REQUEST FOR TIME OFF

For Employee Use

Date: _____

Name: _____ Date of Birth: _____
(Signature) *(Month/Day)*

Position Control #: _____

Number of Requested Days Off for: Vacation _____

Birthday Holiday _____

Other Absence _____

Date of your first day off: _____
(Month/Day/Year)

Date of your return to work: _____
(Month/Day/Year)

For Office Use

Approved: Yes_____ No_____

Authorized Signature: _____ Date: _____

Comments: _____

_____

_____

MS: _____ SS: _____ BB: _____ FILE: _____

Original
Appendix 6

Environmental Services Time Off Request Part 1

As of 3/31/91, you have 14 days (2 weeks) of vacation to take from 6/1/91 to 8/31/91. Please complete this request form. If necessary, seniority will take precedence when more than two persons from a service division request the same time off. After 4/30/91, the earliest request in will be given first consideration. All vacations will be approved by the Director/Assistant Director. With rare exceptions, only two (2) Assistants on Day Shift and one (1) on Evening Shift will take a vacation at the same time.

Please return BOTH parts of this request to the Assistant Director as soon as possible. Vacation requests should be submitted 30 days before requested time off. Hospital policy states that your Birthday Holiday is to be taken within two (2) weeks prior to and three (3) months after your birthday. If you do not take your Birthday Holiday at the end of three months, it will be presumed you do not want it.

1. Flesch grade level required for reading ease
   10th
   (83% of us. adults)
2. Flesch-Kincaid grade level 8.2
3. Gunning Fog Index 11.5

As of 3/31/91 you have 14 work days for vacation. You many take your vacation from 6/1/91 to 8/31/91. After 4/30/91 management considers all requests on a first come first served basis. Return the completed form to the department office.

Flesch Reading Ease
grade level
8.0

Flesch-Kincaid
grade level
6.6

Gunning Fog Index
11.5

St. Elizabeth Hospital Medical Center
Environmental Services

Request For Time Off

Agenda

II. Instruction

Vocabulary:
- -consecutive: one following another without interruption
- -bereavement benefit: time off due to a family death

Hospital Policy:
- -birthday holiday
- -vacation
- -other absences
  - bereavement benefit
  - jury duty

Schedules:
- -dates
- -PC#
- -working days/days off

Practice Problems:
- -conditions
- -requests

The New Form:
- -instruction sheet
- -sample problem: Your PC# is 16. You wish to take Friday, October 18th, as vacation. Your next working day is Monday, October 21st. Using today's date, complete the Request For Time Off form.

St. Elizabeth Hospital Medical Center
Environmental Services

Request For Time Off

Agenda

III. Practice

Group A: Participants will:

1. use the three practice problems to complete the old forms
2. use the three practice problems to complete the new forms
3. receive instruction for using the new form

Group B: Participants will:

1. use the three practice problems to complete the old forms
2. receive instruction for using the new form
3. use the three practice problems to complete the new forms

IV. Conclusion:

The Final Survey:
Participants will complete the survey form as it is read aloud.

St. Elizabeth Hospital Medical Center
Environmental Services Department

REQUEST FOR TIME OFF

PRACTICE #1:

DAY:	FC#	AREA	SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT
DATE:																
	14	3E1		OFF					OFF	OFF			OFF			
	15	3E2	OFF			OFF					OFF					OFF
	16	3C1			OFF				OFF	OFF				OFF		
	17	3C2	OFF					OFF				OFF				OFF
	18	3N1	OFF				OFF					OFF				OFF
	19	3N2		OFF					OFF	OFF			OFF			

Your FC# is 16. You want to request 8 vacation days. Use the above schedule to choose any 8 consecutive paid working days that you wish. Using today's date, please fill out the Request for Time Off form.

St. Elizabeth Hospital Medical Center
Environmental Services Department

REQUEST FOR TIME OFF

PRACTICE #2:

DAY:	PC#	AREA	SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT
DATE:																
	14	3E1		OFF					OFF	OFF			OFF			
	15	3E2	OFF			OFF					OFF					OFF
	16	3C1			OFF				OFF	OFF				OFF		
	17	3C2	OFF					OFF				OFF				OFF
	18	3N1	OFF				OFF					OFF				OFF
	19	3N2		OFF					OFF	OFF			OFF			

Your PC# is 15. You want to request 3 consecutive paid working days off, using 2 vacation days and your birthday holiday. Your birthday occurred last month. Using the above schedule, choose any three consecutive paid working days you wish. Using today's date, please complete the Request for Time Off Form.

St. Elizabeth Hospital Medical Center
Environmental Services Department

REQUEST FOR TIME OFF

PRACTICE #3:

DAY:	PC#	AREA	SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT
DATE:																
	14	3E1		OFF					OFF	OFF			OFF			
	15	3E2	OFF			OFF					OFF					OFF
	16	3C1			OFF				OFF	OFF				OFF		
	17	3C2	OFF					OFF				OFF				OFF
	18	3N1	OFF				OFF					OFF				OFF
	19	3N2		OFF					OFF	OFF			OFF			

Your PC# is 17. Your brother-in-law has died. You want to request 3 days off to attend the funeral. Choose any 3 consecutive days that you wish from the above schedule. Using today's date, please complete the Request for Time Off form.

BEST COPY AVAILABLE

St. Elizabeth Hospital Medical Center
Environmental Services

Time Off Requests

Final Survey

N = 26 (1A - 27A)

Please circle the best response.

How beneficial was this training for you? (NR - 3.8%)

not at all	a little	somewhat	very beneficial
7.7%	15.4%	34.6%	38.5%

Please check New or Old for each item.

	New	Old
Which form is easier to read? (NR - 7.7%)	84.6%	7.7%
Which form is easier to write on?(NR - 3.8%)	92.4%	3.8%
Which form takes less time to complete?(7.6%)	92.4%	0%
Which form is better? (NR - 3.8%)	88.5%	7.7%

What do you think of the new form? (R - 73%, NR - 27%)

94.7%+ beneficial
less confusing, quicker to complete
a lot better
it's easier to understand and fill out, I'm all for it
great
I like it alot
I love it
I like it
easier
good
saves time
is better
I don't think I like the old form
super! very easy to fill out
I like it, it's easier
good
it's great
great

5.3%- I do not like it

Check all that apply.

What did you learn about the new form? (NR - 7.7%)

15.4%	nothing
19.2%	the P.C.#
53.8%	how to mark Vacation, Birthday Holiday, or Other Absence
42.3%	how to mark the dates for time off
38.5%	where to sign and date the form
7.7%	other: everything about it it's easier to fill out, less time too!

St. Elizabeth Hospital Medical Center
Environmental Services

Time Off Requests

Final Survey

N = 26 (1B - 26B)

Please circle the best response.

How beneficial was this training for you? (NR - 0%)

not at all	a little	somewhat	very beneficial
3.8%	3.8%	38.5%	53.9%

Please check New or Old for each item.

	New	Old
Which form is easier to read? (NR - 0%)	100%	0%
Which form is easier to write on? (NR - 0%)	100%	0%
Which form takes less time to complete? (0%)	100%	0%
Which form is better? (NR - 0%)	100%	0%

What do you think of the new form? (R - 46.1%, NR - 53.9%)

100%+ I like it a lot better, you can understand it better
that is really going to be a lot better to understand
it's a lot easier to understand
stupendous!
good
it's a lot better and much easier
very short and sweet and I like the new one
good
good idea, thanks!
ok
I think it would be easier to fill out without help
it saves time

Check all that apply.

What did you learn about the new form? (NR - 7.7%)

19.2%	nothing
30.8%	the P.C.#
61.5%	how to mark Vacation, Birthday Holiday, or Other Absence
69.2%	how to mark the dates for time off
38.5%	where to sign and date the form
0%	other:

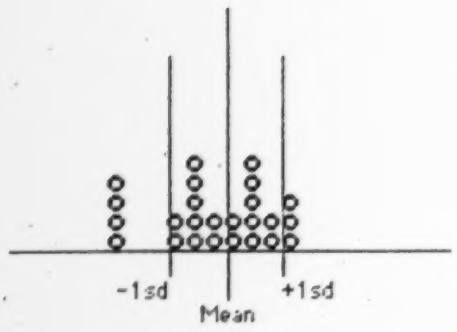
#1

Appendix 17

Data

	Column 1	Column 2
1	19.00	22.00
2	19.00	17.00
3	25.00	25.00
4	7.00	18.00
5	21.00	25.00
6	18.00	14.00
7	23.00	23.00
8	19.00	22.00
9	9.00	22.00
10	19.00	22.00
11	21.00	24.00
12	13.00	21.00
13	19.00	18.00
14	20.00	19.00
15	7.00	14.00
16	16.00	20.00
17	14.00	20.00
18	12.00	18.00
19	16.00	17.00
20	20.00	22.00
21	13.00	13.00
22	20.00	21.00
23	12.00	13.00
24	12.00	19.00
25	23.00	23.00

Worm Stat



t test

(M1-M2)/(unpooled sd)

3.00/ 1.23

t = 2.45

df = 48.00

col	N	Mean	Median	St Dev	Range
1	25	16.68	19.00	4.88	18.00
2	25	19.68	20.00	3.50	12.00

Critical Values for t-test

df	.05	.01
48	2.11	2.78

$t = 2.45$ exceeds .05 level of significance

#2

Appendix 19

Data

	Column 1	Column 2
1	22.00	17.00
2	20.00	22.00
3	14.00	20.00
4	12.00	17.00
5	20.00	25.00
6	22.00	25.00
7	10.00	14.00
8	7.00	24.00
9	25.00	23.00
10	24.00	24.00
11	9.00	22.00
12	14.00	24.00
13	7.00	20.00
14	13.00	21.00
15	19.00	12.00
16	10.00	19.00
17	11.00	16.00
18	13.00	24.00
19	22.00	24.00
20	7.00	4.00
21	22.00	27.00
22	18.00	22.00
23	7.00	20.00
24	17.00	24.00
25	22.00	23.00
26	0.0	16.00

#2

Appendix 20

Worm Stat

t test

(M1-M2)/(unpooled sd)

5.46/ 1.63

t = 3.34

df = 50.00

col	N	Mean	Median	St Dev	Range
2	26	20.35	22.00	4.92	23.00
1	26	14.88	14.00	6.52	25.00

Critical Values for t-test

df	.05	.01
50	2.11	2.78

t = 3.34* significant at the .01 level of significance

REQUEST FOR TIME OFF

UNTRAINED	TRAINED
t = 2.45	t = 3.34
significant at 0.05 level	significant at 0.01 level

Evaluation
St. Elizabeth Hospital/Lafayette Adult Reading Academy Workplace Literacy Program

Dr. Larry Mikulecky
Indiana University

The St. Elizabeth Hospital/Lafayette Adult Reading Academy Workplace Literacy Program was funded during 1990 and 1991 by a National Workplace Literacy grant from the U. S. Department of Education with matching support from St. Elizabeth Hospital of Lafayette, Indiana. The stated goals of the project include:

- developing, through needs assessments, both print and non-print workplace training materials, and
- providing, for purposes of increased productivity and advancement, training in basic reading, writing, and mathematics to help employees efficiently handle departmental documents and forms, record data, and fulfill writing requirements;
- disseminating project materials and information throughout the health care field by means of presentations, conference/workshops, journal articles, cooperative efforts with resource centers, and computerized networking systems which link St. Elizabeth Hospital to nine sister hospitals.

The project model involved a two pronged approach of 1) improving the efficiency of health care materials by reducing volume, reducing complexity, and utilizing auditory and visual aids while 2) improving the literacy, verbal communication, and problem solving skills of employees.

Evaluation of the project involved:

- examination of project documents including the project proposal, correspondence, telephone and meeting logs, needs analysis materials, curricular materials, as well as testing materials and results.

- telephone conversations and correspondence with the project director during developmental stages and during the development of internal evaluation materials.

- project observations at the hospital and the Reading Academy both early in the project and again close to the project's conclusion.

- interviews at the Lafayette Adult Reading Academy with Beth Hensley, project director, instructional designer & instructor; JoAnn Vorst, director Lafayette Adult Reading Academy; and at St. Elizabeth Hospital with Dr. Janet Stroud, director of Educational Services; Charles Hockema, assistant director of Environmental Services; Max Sample, director of Environmental Services; and Cort Dimmich, assistant director of Environmental Services.

Shared Goals

A typical phenomenon in workplace literacy programs is for some divergence of understanding to exist among key stakeholders about key program goals. This can occur either through lack of communication or from overly general goals which allow for differing interpretations about what instructors and learners should be doing. No such divergence was found among stakeholders in the St. Elizabeth program. Each interview revealed a growing consensus that the goals of the program were to increase productivity, in the short run by

improving job performance and in the long run through improved employee confidence and literacy abilities.

The consensus was reflected in an extraordinary amount of cooperation among hospital employees at all levels in helping gather material for needs assessments, review instructional materials, and to use hospital training services to develop video materials. Telephone and meeting logs reveal almost daily communication between the hospital training director and the project director. Contributed services in time and materials were greater than grant funds by a considerable amount ($97,000 vs $61,000). Supervisors in the Environmental Services department agreed to take on instructional responsibilities during regular on-the-job training as a means of demonstrating to all hospital staff their personal investment in the program. The flexibility and cooperation which developed was due, in large part, to the ability of Hensley to accurately assess true training problems and develop simplified yet accurate materials and instructional approaches which the hospital staff saw as clearly beneficial. The combination of literacy task analyses, instructional framework and support from the Lafayette Adult Reading Academy was matched by a growing sense of program ownership on the parts of hospital personnel.

Developing Needs Assessments and Materials

Regular meetings and interviews with hospital staff led project personnel to begin training with the environmental staff (i.e. people

who made sure the intensive care unit, patient rooms and all other areas were cleaned to hospital standards) and to revising job training materials and developing job aids for use of complex technical equipment for the nursing staff and environmental staff. In addition, a communication and problem solving curriculum was developed for front-line employees who regularly deal with the public. Other projects continued to develop over the course of the year until, by November of 1991, 236 employees had received training (almost 5 times the number projected). The project expanded beyond developing the projected 2 sets of training materials to 15 sets including an interactive video instructional unit. Initially, contact with 2 departments was projected-- participants from 31 medical and support units had received support services and instruction by November. Though the evaluator has not seen all materials, those he has seen are pedagogically sound and follow sound document design principles.

A list of instructional and job-support materials developed as a result of this project and training sessions provided is included in the accomplishments list in the attached Appendix A.

Providing Instruction and Improving Productivity

Supervisors in the environmental services department estimated that nearly a third of 60 employees read below the 8th grade level with 5-6 employees having trouble reading simple sentences. Many

more had some difficulty with the paperwork and form filling required to maintain quality control within the department. The central office was reported to lose some productivity as a result of regularly spending time calling to check on confusing information on forms. In addition, some employees may not have adequately learned key information related to fire safety, back care, hazardous materials, disaster and code responses, and infection control. Part of the training difficulties were due to the fact that existing training materials had literacy levels too high for many employees. In addition, these materials had to be taught by supervisory personnel during spare moments and slack times. Flexibility and simplicity were required for effectiveness.

Impact evaluation of instruction and materials has become increasingly sophisticated with the St. Elizabeth/LARA project. Early evaluations involved simple pre/post group percentage comparisons. Later impact evaluations included cost/benefit analyses of training and careful, learner-by-learner pre/post statistical analyses of impact complete with statistical levels of significance.

Early instructional materials were developed to meet training needs in fire safety, back care, hazardous materials, disaster and code responses, and infection control. Simple pre and post tests were developed and given to 57 employees to assess worker knowledge in these areas. Hazardous materials pre-knowledge was highest (averaging nearly 91%), but pre-knowledge in other areas ranged from 42% for disaster and code responses to 88% for infection control.

Post test results revealed employees to average 99% in all areas but hazardous materials which averaged 96%. Ideas judged to be key by hospital staff had clearly been learned by all, including the 1/3 with literacy difficulties.

Disseminating Project Materials

During the eighteen month life of the project, project personnel made a total of sixteen presentations describing project progress and results. These ranged from presentations to advisory boards and a graduate class to a half dozen presentations at state and national level professional conferences. To publicize the program, project staff sent program descriptions to interested parties in the United States and Canada, provided interviews to reporters from local television and radio shows as well as to journalists from state and national professional newsletters. A listing of dissemination and publicity activities is provided in Appendix B.

In the project proposal, the project developers indicated they planned disseminating project materials and information throughout the health care field by means of presentations at conferences and workshops, journal articles, cooperative efforts with resource centers, and computerized networking systems which link St. Elizabeth Hospital to nine sister hospitals. To date, dissemination of information about the project has been outstanding during the 18 month life of the project. The project directors, however, should be encouraged to follow through on their projected plans. The should

be encouraged (perhaps via additional resources) to submit manuscripts describing the project to professional journals and to the ERIC system so wider national and international audiences can benefit from their hard-won knowledge. The wealth of information gathered during project self evaluation as well as the rich body of instructional materials developed need to become available to wider audiences. Some of this effort should be directed toward the health services profession, since the majority of dissemination efforts thus far have been directed toward adult literacy educators.

Appendix A

(Training Sessions Provided
and
Training Materials Developed)

St. Elizabeth Workplace Literacy Project

Accomplishments

Training Sessions	Date	Participants	Depts
Simplifying Material	11/2/90	17	Ed Svcs Sch of Nrs F & N Svcs Env Svcs
Fire Safety	11/12/90 12/3/90	19	ER 4 East Radiology Pat Accnt Oncology OR/DP 4 West Comm/SwBd PCU Med Rec
Disaster Codes	11/9/90 11/20/90 12/14/90	1 1 1	Pat Accnt F & N Svcs Med Rec
Telephone Comm.	2/13/91 4/3/91 9/25/91	9 32 3	X-Ray Phys Recp EMS, PR, Pat Accnt, LAB
Pink Slips	3/7/91 3/12/91 4/16/91	55	Env Svc
Nursing Orientation	February March April May June July August September October November	2 4 3 21 2 5 3 10 1 3	Nursing: 2P, 2C, NSA, 1W Surgery, Ob, 2N, 4E, ICU, Ped., 3E, PCU, Dialysis Em. Dept., 3C, OutPt.
Terminal Cleaning	5/7/91 5/13/91 6/21/91	37 37 37	Env Svc Env Svc Env Svc

Communication/ Guest Relations	9/4/91	16	Security
Time Off Requests	10/1/91	36	Env Svc
	10/16/91	28	
	10/17/91	27	
	10/31/91	58	
Total:		236	31

Total Instructional Hours: 548

Training Materials	Departments
Disaster Codes	hospital-wide
Cleaners	Env Svc
Terminal Cleaning Interactive Video	Env Svc
Labeled Patient Unit	Env Svc
Terminal Cleaning Procedural List	Env Svc
Pink Slips	Env Svc
Problem Solving	Env Svc
Work Orders	Env Svc
Fire Safety	hospital-wide
Frontline Services	Security
Nurs. Orientation & Function	Nursing: all depts.
Nurs. Radiation Oncology	Nursing: all depts.
Improving Health Care Materials	hospital-wide
Telephone Communication	X-Ray, Phys. Recp. EMS, Pt. Accnt, PR, LAB
Time Off Requests	Env Svc

Appendix B

(Dissemination and Publicity Activities)

Dissemination Activities

The following presentations regarding the project were made during the course of eighteen months.

Audience/Program	Date
Purdue University graduate education class	9/4/90
UAW Union Counselor meeting	9/11/90
LARA Advisory Board meeting	9/24/90
Adult Education Administrator's Conference	12/11/90
Indiana Workforce Literacy meeting	12/14/91
Government Channel 16 panel discussion	12/17/91
LaPorte Hospital fact finding session	12/18/91
IN Workplace Literacy Projects Directors Meeting	3/22/91
COABE National Conference, Hartford, CT	4/10/91
IAACE Conference, Indianapolis	5/10/91
Lafayette School Corporation Board Meeting	9/9/91
ASHET Annual Conference, Indianapolis	9/16/91
Workplace Literacy Exchange, Indianapolis	10/10/91
TAP Private Industry Council meeting	10/17/91
IN Job Training Coordinating Council meeting	11/7/91
Indiana Adult Literacy Coalition Conference	11/8/91

The Partnership also publicized the program in the following ways.

Publicity	Date
Lafayette Business Digest article	5/28/90
Lafayette Channel 18 televised interview	6/15/90
Indiana Workforce Literacy reception	7/9/90
Lafayette Journal and Courier article	8/13/90
St. Elizabeth Hospital videotaped interview	8/28/90
WKHY radio station broadcasted interview	11/15/90
YWCA Women's Network Luncheon	11/26/90
materials sent to: Wrkplc. Lit. Task Force, CA	1/22/91
New Mexico State University	1/22/91
telephone int: Business Council For Eff. Lit. NY	2/21/91
IAACE Newsletter article	2/27/91
materials sent to: Baltimore County Pbl. Schls.	3/11/91
IN Workforce Lit. Summit/Jobs 2000 teleconference	3/8/91
materials sent to: IN Director of Adult Ed.	3/5/91
New Visions Med. Center. NJ	4/18/91
Bonnie Tiveman, NJ, telephone interview	5/2/91
materials sent to: University of Ottawa, Canada	5/9/91
ETS/ABE, South Bend, IN	5/13/91
USDOL Lift Award application	5/28/91
Work In America telephone interview	6/14/91
University of Evansville fact finding session	6/21/91
The Literacy Letter article	7/1/91
Division of Workforce Literacy telephone int.	7/15/91

Family article (publ. of St. Elizabeth Hospital)	Aug. 91
BCEL article proposal	8/20/91
the AE Connection article proposal	8/20/91
materials sent to:The Center for Literacy, Quebec	8/22/91
EDIN Project & Public Information article	8/23/91
New Dimensions In Your Health Care article	Sept. 91
materials sent to:Pelavin & Asoc., Washington DC	10/24/91
Business Council for Eff. Lit. telephone int.	11/4/91
Journal and Courier, "Guest Column", article	11/27/91